

EMOTIONAL MATURITY OF ADOLESCENTS IN RELATION TO THEIR GENDER

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ABSTRACT

Emotions do play central role in the life of an individual. One is expected to have higher emotional maturity in order to lead an effective life. It is also true that our behavior is constantly influenced by the emotional maturity level that we possess. Especially, the adolescents who are observed to be highly emotional in their dealings need to be studied. Results of the present study highlighted that majority of the adolescents were in the age group of 16-17 years, studying in 11th standard. Gender wise results illustrate that 50.0 per cent of males were moderately emotionally mature against 20.0 per cent females. Emotional regression and personality disintegration was higher in males than female adolescents. Non-significant and negative correlation existed between age and sex with emotional maturity aspects which shows that with increase in age, emotional instability, regression, social maladjustment, personality disintegration and lack of independence will go on decreasing. Further emotional maturity of adolescents was found positively correlated with their father's occupation and their educational level which shows that with increase in adolescent's educational level and father's occupational level, adolescent's emotional maturity go on increasing.

KEYWORDS: Emotional Maturity & Adolescents

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INTRODUCTION

Emotional maturity is not something that is automatically given to someone when they turn to adolescence period. It isn't something that necessarily grows with chronological age, i.e. you don't get more emotionally mature when you get older. Some adults are very emotionally immature; some have never matured emotionally. Emotional maturity is something that we must develop in our lives by knowing how to respond to situations in a mature and responsible manner.

Emotional maturity is an effective determinant to shaping the personality, attitudes and behavior of the adolescents into accepting responsibility, making decision, teaming with groups, developing healthy relationship and enhancing self worth. Emotional maturity is defined as how well you are able to respond to situations, control your emotions and behave in an adult manner when dealing with others. Emotional maturity means, in essence, controlling your emotions rather than allowing your emotions to control you.

According to Walter D. and Smitson W. S. "emotional maturity is a process in which the personality is constantly striving for greater sense of emotional health, both intra-psychically and intra-personally".

An emotionally mature child has the capacity to make effective adjustment with him, and in society.

Aleem and Sheema (2005) have found that there is a significant difference between the mean scores of male and female students on emotional stability. Female students are less emotionally stable as compared to male students. Sivakumar (2010) and Subbarayan & Visvanathan (2011) concluded that the sex, community and the family type they belong did not play any role in the emotional maturity of the college students. Rajakumar and. Soundararajan (2012) found significant differences between male and female's emotional maturity score. Kaur (2006) revealed insignificant difference on emotional maturity between boys and girls.

Adjustment is a process by which living organisms satisfy their needs and circumstances. Adjustment is the process of establishing satisfactory relationship between individual and his environment. It refers to the interaction between the inner demands and external demands of the individual. A person is said to be adjusted to the extent that he is maintaining a balance between the personal and the environmental demands.

The term adjustment has two meanings. In one sense it is a continual process by which a person varies in behavior to produce a more harmonious relationship between himself and his environment. In another sense adjustment is a state, i.e., the condition of harmony arrived at by a person whom we call "well adjusted".

A well-adjusted person is one who commits oneself to socially desirable goals and uses their energies effectively in working towards them. Gupta and Gupta (2011) found that female children were better in social adjustment while in educational adjustment boys and girls have same order of adjustment.

Enochs and Roland (2006) examined the relationship between living environment, gender, overall adjustment to college and social adjustment in freshmen's academic and overall adjustments. The study found that boys had significantly higher overall adjustment levels than girls regardless of living environment. Nehra (2014) found no significant relationship between Adjustment and emotional maturity in own study. Mahmoudi (2012) found high positive correlation (0.78) between emotional maturity and adjustment.

METHODOLOGY

Selection of Schools

Study was undertaken in Hisar city of Haryana state. Two schools (Thakur Das Bhargav Sr. Sec. School, Vishvas Sr. Sec. School) were randomly selected for sample selection.

Sample Selection

The study was confined to 60 young adolescents from the selected schools (30 Boys & 30 Girls) in the age group of 14-19 years, studying in 9th to 12th standard. A list of adolescents was prepared from each school. From the list a sample of 30 adolescents was randomly taken from each school.

Tools for Data Collection

The selected adolescents were assessed for their 'emotional maturity' by using standardized scale. This scale has 48 questions related to the following categories: emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of independence

Data Collection

The data were collected personally with the help of self developed questionnaire for personal and socio-economic information of the respondents. Standardized tests were used for the collection of data regarding emotional maturity of adolescents.

Principals of selected schools were approached to get permission for conducting the research and the purpose of study was explained to them. After seeking permission, researcher collected information regarding adolescent's family structure from respective class teachers. Date and time for future visit was finalized for each school well in advance. The importance and objectives of the study were explicitly explained to the respondents. They were also explained all the aspects pertinent to test questionnaire with a view to collect information in a friendly and informal manner. Questionnaires were distributed to the adolescents and their queries were explained and solved.

Analysis of the Data

Descriptive statistics like percentage, frequency, means, standard deviation, coefficient of correlation and 't' test was used to draw meaningful inferences.

RESULTS AND DISCUSSIONS

Socio- Personal Profile of Adolescents

Socio - personal profile of adolescents presented in table 1 depicts that majority of the adolescents were in the age group of 16-17 years followed by 14-15 years studying in 11th standard. Gender wise distribution shows that 63.3 per cent male adolescents were of 16-17 years against 56.6 percent female adolescents. More or less equal percentage of adolescents (25 % and 20 %) was studying in 10th and 12th class respectively.

With regards to father's occupation, result portrait that majority (70.0 %) of the respondent's father were occupied in Govt. service followed by private service (16.6 %). However the percentage of female respondent's fathers was high (73.3) than male respondents 'fathers (66.6). Only 6.6 percent of male and female respondent's fathers were engaged in business and agriculture occupation respectively.

As far as family income is concerned results revealed that 43.3 percent of respondents were having monthly family income Rs. 30,001 and above followed by equal distribution (28.3%) for other two categories i.e. from Rs 20,000 – 30,000 and Up to Rs. 20,000 / month respectively.

Table 1: Socio - Personal Profile of Adolescents (N=60)

S. No.	Variables	Male (%) (N=30)	Female (%) (N=30)	Total (%) (N=60)
1.	Age of Respondent			
	14-15 years	11 (36.6)	8 (26.6)	19 (31.6)
	16-17 years	19 (63.3)	17 (56.6)	36 (60.0)
	18-19 years	-	5 (16.6)	5 (8.3)
2.	Education of Respondent			
	9 th standard	2 (6.6)	5 (16.6)	7 (11.6)
	10 th standard	9 (30.0)	6 (20.0)	15 (25.0)
	11 th standard	14 (46.6)	12 (40.0)	26 (43.3)
	12 th standard	5 (16.6)	7 (23.3)	12 (20.0)
3.	Father's Occupation			
	Government service	20 (66.6)	22 (73.3)	42 (70.0)

Table 1: Contd.,				
	Private service	8 (26.6)	2 (6.6)	10 (16.6)
	Business	2 (6.6)	4 (13.3)	6 (10.0)
	Agriculture	-	2 (6.6)	2 (3.3)
4.	Family Income			
	UptoRs. 20,000	7 (23.3)	10 (33.3)	17 (28.3)
	Rs. 20,001-30,000	11 (36.6)	6 (20.0)	17 (28.3)
	Rs. 30,001 and above	12 (40.0)	14 (46.6)	26 (43.3)

Distribution of Adolescents on Level of Emotional Maturity

Data presented in Table 2 elucidates the frequency distribution of the respondents on emotional maturity levels. Results presented in the table portrait that more or less equal percentage (35.0 and 30.0 %) of respondents were having moderately emotionally mature and extremely emotionally immature level of emotional maturity respectively. Gender wise results illustrate that 50.0 per cent of males were moderately emotionally mature followed by 30.0 per cent extremely emotionally immature and emotionally immature (16.6%), while in case of females equal percent i.e. 30.0 per cent respondents were having extremely emotionally immature and emotionally immature level of maturity and only 20.0 per cent each were having moderately emotionally mature and extremely emotionally mature level of maturity. **Query and Kuruvilla (1988)** did not find a significant difference in emotional maturity of the male and female adolescents whose mothers were not employed. However, there was a difference between males and females where the mothers were working.

Table 2: Distribution of Adolescents on Level of Emotional Maturity (N=60)

S. No.	Level of Emotional Maturity	Male (%) (N=30)	Female (%) (N=30)	Total (%) (N=60)
1.	Extremely emotionally immature (123- 170)	9 (30.0)	9 (30.0)	18 (30.0)
2.	Emotionally immature (102- 122)	5 (16.6)	9 (30.0)	14 (23.3)
3.	Moderately emotionally mature (81- 101)	15 (50.0)	6 (20.0)	21 (35.0)
4.	Extremely emotionally mature (60- 80)	1 (3.3)	6 (20.0)	7 (11.6)

Comparison of Male and Female Adolescents on Emotional Maturity

To assess the gender differences in emotional maturity of adolescents, 't' test was calculated. From the perusal of table 3, it is revealed that there were no significant differences in emotional maturity of adolescents as per their gender. However, on the basis of mean scores results depict that male adolescents were on lower side on emotional instability, social maladjustment and lack of independence as compared to their counterparts. This shows that male adolescents were having better emotional stability, social adjustment and independence in behavior as compared to female adolescents. Emotional regression and personality disintegration was higher in males (25.60 & 20.83) as compared to female adolescents respectively (25.57&20.70) as they obtained higher mean scores than their counterparts. The results are in tuning with the findings of Kumar (2014) studied the difference between boys and girls adolescent students in terms of their emotional maturity and found no significant difference between boys and girls adolescent students in terms of their family relationship and emotional maturity. He suggested that boys develop autonomous behavior more rapidly than girls. On the other hand, recent literature of Wani and Masih (2015) studied the level of emotional maturity among university students and found significant differences in emotional maturity across gender and their level of education. The findings of

the study revealed that majority of the post graduate students and research scholars of the university are emotionally unstable. The findings also showed that male students are emotionally immature than females on personality disintegration dimension of emotional maturity. Further, Adsul *et al.*, (2008) investigated the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. Along with other findings male students were found to be having a high achievement motivation than female student. Deswal and Rani (2012) also found that male adolescents were possessing higher level of achievement motivation than female adolescents

Table 3: Comparison of Male and Female Adolescents on Emotional Maturity (N=60)

S. No.	Dimensions of Emotional Maturity	Males		Females		T Value
		Mean	S.D	Mean	S.D	
1.	Emotional instability	23.10	5.04	23.83	6.29	0.498
2.	Emotional regression	25.60	6.11	25.57	8.98	0.017
3.	Social maladjustment	22.40	5.87	22.93	6.97	0.320
4.	Personality disintegration	20.83	7.15	20.70	6.47	0.076
5.	Lack of independence	17.50	5.90	17.77	4.89	0.190

Relationship of Emotional Maturity with Personal Variables

The correlation of adolescent's emotional maturity aspects with personal variables of adolescents are presented in Table 4. It is evident from the data that emotional maturity of adolescents had non- significant correlation with personal variables of adolescents.

Further non- significant and negative correlation existed between age and sex with emotional maturity aspects which shows that with increase in age, emotional instability, regression, social maladjustment, personality disintegration and lack of independence will go on decreasing.

Further emotional maturity of adolescents was found positively correlated with their father's occupation and their educational level which shows that with increase in adolescent's educational level and father's occupational level, adolescent's emotional maturity go on increasing. Results are supported by findings of (Singh, 1993) found Positive and significant correlation between mother's education and father's occupation with achievement motivation of adolescents. This shows that with increase in mother's education and father's occupation also increase the achievement motivation of adolescents.

Income of family is positively correlated with some aspects of emotional maturity i.e. emotional instability, regression and personality disintegration. Further, Social maladjustment and lack of independence was found negatively correlated with family income although it was non –significant which means that family with higher income had less socially maladjusted adolescents

Table 4: Correlation of Emotional Maturity with Personal Profile of Adolescents (N=60)

S. No.	Emotional Maturity Aspects	Age	Education	Occupation	Income	Sex
1.	Emotional instability	-0.125	0.219	0.213	0.155	-0.065
2.	Emotional regression	-0.179	0.115	0.147	0.076	0.002
3.	Social maladjustment	-0.066	0.010	0.145	-0.125	-0.042
4.	Personality disintegration	-0.236	0.022	0.168	0.027	0.010
5.	Lack of independence	-0.071	0.085	0.183	-0.049	-0.025
6	Total Emotional Maturity	-0.178	0.104	0.026	0.195	-0.013

CONCLUSIONS

The present study highlights the emotional maturity of male and female adolescent and relationship between emotional maturity and personal profile. The finding of the study pinpointed that males were more moderately emotionally mature against females. Emotional regression and personality disintegration was higher in males than female adolescents. Emotional maturity of adolescents was found positively correlated with their father's occupation and their educational level which shows that with increase in adolescent's educational level and father's occupational level, adolescent's emotional maturity go on increasing. The study has its implications for school authorities and administration and parents. School authorities should develop key moments charts which should be practiced by the adolescents while doing routine activities in their life. This chart is helpful to develop emotional maturity among adolescents. It may be developed by considering five steps i.e. **Be present** and become fully conscious and present to what is happening both within and around you. **Embrace Reality**; Embrace it and find peace. Resist it and experience pain and frustration. **Exercise Responsibility**; The quality of your life depends on your ability to make good choices—choices consistent with your best self and long-term best-interest—in spite of what happens to you. **Clarify Your Vision**; A clear vision allows you to be ruled by something other than impulse and circumstance. **Act from Integrity**; This is where the rubber meets the road. No excuses. No whining. Acting from integrity is bringing what you say and do into alignment with what you really want. It is acting consistently with your higher vision. Besides teacher should provide such atmosphere to children in whom they can feel independent and secure. The teacher should not be authoritative in nature and he should provide full freedom to them. The school authority as well as the teacher should consider the above things, which ultimately help them to improve their performance in academics. School should conduct frequent meetings with the parents of students. Frequent meetings will make able the parents to know about their children performance. School should conduct frequent meetings with the parents of students. Frequent meetings will make able the parents to know about their children performance and they start interfering in the children matter and this leads to better emotional relation between parents and children and this will certainly improve their emotional maturity.

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